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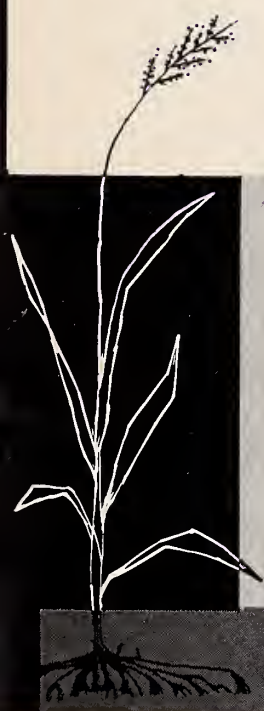
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EXTENSION SERVICE *Review*

APRIL 1959

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U. S. DEPARTMENT OF AGRICULTURE

Leadership Development





Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

"The art of being a leader is the art of developing people. At its highest peak, leadership consists in getting people to work when they are under no obligation to do so."

The above is about the simplest definition of leadership among the many I've read since planning started on this special issue. We've all heard the remark, and probably made it ourselves, that leadership is intangible and hard to grasp. Perhaps some of the following articles will help you get a better hold of this subject.

You'll read about many kinds of leaders in this issue. And all of us can think of other kinds. Leaders can be found all around us—anywhere we look.

Take sports, for example. Every winning team has a "take-charge" guy—the one who inspires his teammates to that little extra effort that often means the difference between winning and losing.

Or watch the neighborhood kids at play. There's always one who stands out as the leader—who says what game is to be played and sometimes even makes up the rules. The other kids go along with his decisions because they unconsciously recognize leadership.

You have probably seen the above types reflected among the leaders in your county. Many effective volunteer leaders, for example, may have leadership traits similar to those of the "take-charge" guy on the ball field.

Volunteer leaders are one of the two dimensions in extension leadership reported by the Scope subcommittee for this area. The other is the leadership role of the extension worker.

Education for leadership, the subcommittee says, is vital if Extension is to meet its full responsibilities. And as Director Svinth of Washington points out in the opening article of this issue, "Implementation of the Scope Report offers the ultimate acid test of extension leadership. It may also be the ultimate test of the usefulness of extension work in this new era."

Next month's issue will feature Youth Development. Director Sutton of Georgia will discuss needs to be met if Extension is to move forward in youth work. Extension's 10 new objectives in this area are described by E. W. Aiton, 4-H division director of FES, as shining beacons to guide the way ahead.—EHR

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A candid look at leadership

by C. A. SVINTH, *Director of Extension, Washington*

WE have in hand, each of us, a document which can help us tool up for operation on tomorrow's terms.

The Scope Report can be a pattern for progress. It is a new guide for building a new program in a new situation. Certainly the changes already in effect are drastic enough to be termed a new situation.

In the Scope Report, we have pinpointed some of the changes and sketched in the outline of others to come. We have developed a guide to programming that recognizes and is geared to changes.

The persons who contributed to the report, no doubt, felt at times the slight pressure of the prophet's mantle. I expect all of us felt we were thinking ahead, way ahead.

I wonder then, if all of us haven't been jolted just a little to find that the people may be ahead of us. I am referring now to the recent *FARM JOURNAL* article reporting a survey of attitudes toward Extension.

The article to me mirrored the forward march of people, a surge in both thought and action, an advance that would carry with it perhaps only a few remnants of Extension as we know it today.

The point I am making is that the

future may already have overtaken us. There is no time left to drag our feet or cling to wilted laurels.

Translating to Action

But how do we translate the blueprint for action from paper to performance? Therein lies the test of leadership—the leadership we ourselves exert and the leadership we enlist.

The urgency of our cause demands a candid look at leadership: what it is, what it does, how we recognize it, how we develop it.

What is the essence of leadership? The word is now used so loosely that its meaning has fallen into the category of "all things to all people."

We have confused our own thinking by using solemn contradictions. We have applied the terms leadership and leader to all sorts and conditions of individuals and actions. We have said a leader is everyone and anyone who steps out of the role of passive participation for a few seconds or a few years. We have designated as a leader everyone from the person who unlocks the meeting-room door to the person who inspires three generations of youth.

Somewhere along the line, we have

dropped the distinction between leadership and service, between leadership and group participation.

Can we shear away some of the verbiage and get to the heart of the matter? In my thinking, leadership is a combination of concern, knowledge, and that special intelligence we call vision. These three factors combined are potent enough to force an individual to exert himself on behalf of people and events.

Redefining Leadership

I place concern first in the list because it is the quality that draws others to a leader, that insures followers. It is also the quality that guards the leader's motives against the lure of personal gain, greed, or glory.

Concern for others is the first and best quality of a leader for another reason. It provides the impetus of action that knowledge and vision might not insure. In other words, it is a key to motivation.

There is, of course, another side of the coin. Concern, without facts and the ability to interpret them, could lead only to well-intentioned but misdirected, perhaps disastrous action.

If we devalue the meaning of leadership for what we may consider a more workable idea, we shortchange our program, we straitjacket our potential, we limit our goals, we lower our standards.

Unless we understand that leadership is more a matter of the heart than of the head and hands, our search for leadership potential will be futile. We tread on quicksand if we do not consider concern for people an indispensable ingredient of leadership. Then we will be accepting extension personnel and volunteers who halt or hinder progress, who disrupt programs, who distress and discourage those they should inspire.

Information, knowledge, and some skill in interpreting facts and gauging trends can be both taught and learned by adults. Concern for others resides in the impenetrable fastness of the heart and mind. These areas are seldom open to cultivation after an individual has entered adulthood.

(See *A Candid Look*, page 94)

How Can I Become a Better Leader?

by WOODSON W. FISHBACK, *Federal Extension Service*

THIS question of improving his leadership had been turning over in the mind of County Agent John Able for several months. The more he read about the sweeping changes occurring in agriculture, the more convinced he became that he needed to strengthen his leadership ability.

John's real burst of enthusiasm for drafting a self-improvement plan was prompted by a quotation he heard. It was, "Believe me, gentlemen, there is nothing more tragic in life than the utter impossibility of changing what you have done."

As he thought about this quotation in relation to his work, John could see several ways he could improve. He certainly didn't want to reach retirement age and then look back at his career and think, "Why didn't I do things differently?"

Looking in a Mirror

During this self-analysis, John made some observations which are fundamental to professional improvement. First, he recognized that he had not reached maximum effectiveness in his 10 years of county agent work.

In the second place, he concluded that each man has to create his own custom-built growth plan—there is no "best" way. John had been through much formal schooling—beyond the master's degree. Now he was doing some straight thinking about an informal method of improving his leadership.

John didn't take lightly his plan for improving his leadership ability. It could have been like many New Year's resolutions—quickly forgotten in the press of daily 20th century living. Instead of letting time elapse, John started thinking of how to develop a working plan.

He thought through such questions as: Are there standards of effective leadership in Extension? What do I mean when I speak of becoming a better leader? How can I help the

people in this county to solve the many problems facing them today?

Seeking an answer to the question of standards for judging the effectiveness of leadership, he did a partial analysis of both the philosophy of extension work and the concept of democracy. He concluded that:

- The effective extension leader shows a genuine concern for those he serves. There is no place for superficiality or indifference to human problems.

- The effective leader cooperates. He doesn't just talk about cooperation as something for others to practice.

- The effective leader is receptive to learning. He has both an inquiring mind and a willingness to try new ideas.

- The effective leader mingles with the people he serves. He can't expect high dividends if he carries out his duties in either an isolated or insulated manner.

Then John began to put his plan to work. First he whipped into shape a procedure for more farm visits. His plan included development of a cumulative folder on each family—length of residence, type of farm, size of family, and so on.

More frequent visits would enable John to gain each family's confidence and be in a position to help them with their "hurting" problems. He knew that the usual subject-matter answer to each problem isn't enough in today's rapidly changing agriculture.

He would really be an effective leader, John concluded, if he could help people use what they have to get what they want out of life. This meant he had to help them develop their managerial ability—their ability to define goals, problems, and resources; to study alternative courses of action and their probable outcome; and to make and carry out decisions in line with their family goals.

John's plan had more parts, too. For one thing, he was going to work

closely with other agricultural agencies in the county. By keeping up to date on their efforts, he would be better equipped to help people solve problems.

And he was determined to broaden his reading beyond the local newspaper and publications related to his daily work. He realized that many outside influences affect agriculture and that he needed to understand these forces. Cultural, historical, and civic books would deepen his understanding and contribute to his effectiveness.

Where was John going to find time to carry out his plan? He seemed to be always hurrying just to stay even with day to day duties. The obvious answer was to reorganize his time more effectively.

Why not set a time for handling correspondence, for example? How about better preparation for meetings? John decided to set up a "priority list" and refuse to take a casual attitude toward a meeting or to depend on past experience. In a short time he discovered that he was rising above trivial matters and using his time on more fundamental problems.

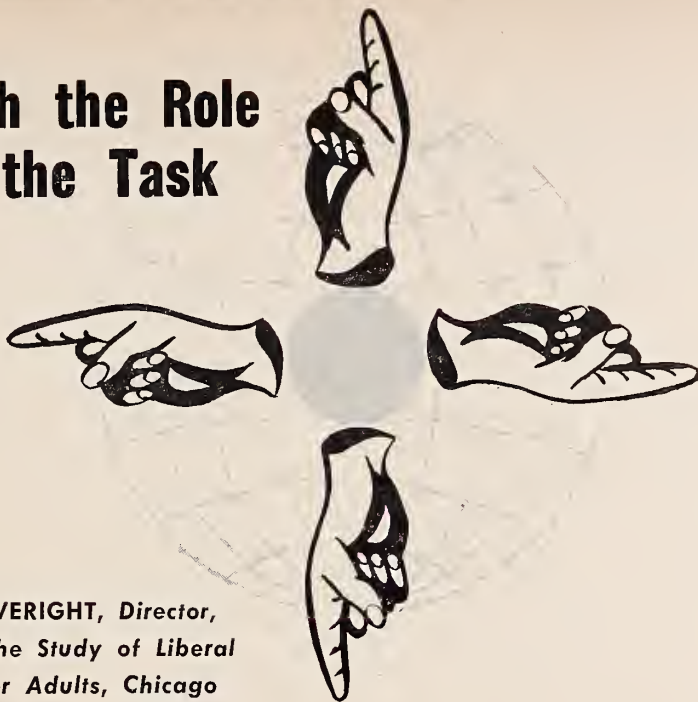
Noticeable Changes

A year after he started his plan, John decided to take stock of the results. For one thing, he was better acquainted with the people in the county. He already could see some progress these people were making as a result of their improved management skills.

Human relations had a new meaning for him. Previously it had been so much educational jargon. Now concern for his clientele had moved John far beyond the "answering of subject matter questions" leadership role.

John was encouraged as he examined his new skills in leadership. By helping others in a very personal way, he had certainly helped himself become a better leader.

Match the Role to the Task



by A. A. LIVERIGHT, Director,
Center for the Study of Liberal
Education for Adults, Chicago

WHAT kind of leader should the extension worker be?

If you examine the Scope Report, even casually, it will become obvious that the Cooperative Extension Service has definite goals and objectives. This Report spells out goals relating both to tasks to be accomplished and to the development of individuals in the achievement of the tasks. And it spells out the basic, and some of the specific, problems which must be overcome to achieve the objectives.

All extension workers have an obligation to further these objectives. So they must assume a positive leadership role in trying to see that they are accomplished.

Leaders' Jobs

The problem confronting extension workers then, is how they can best operate as leaders in furthering these objectives. To understand this leadership role, let us first look at the kinds of tasks such leaders must perform.

- Carry out basic objectives of Extension as set forth in the Scope Report.
- Facilitate effective communication between county, State, and Federal workers—in both directions.
- Help people to develop as lead-

ers—stimulate their participation in extension programs.

- Help people to develop as individuals and make the maximum use of their potentialities and capacities.

In view of recent emphasis on working with groups, some persons may be dismayed by the fourth task. However, an effective leader must be just as aware of his responsibilities for developing individuals as of his responsibility for improving group sensitivity and solving group problems.

What is the best kind of leader for these four varied and rather different tasks? Is it possible for one leader to fulfill all tasks or must we have a different leader for each?

To answer these questions, we must examine some of the more familiar and well-known kinds of leaders and determine which is best fitted to carry out the various tasks.

Leader Types

Borrowing from Max Weber's analysis of the derivation of leadership and adding to his three classifications, we can describe four distinct kinds of leaders.

The charismatic leader possesses some special spiritual, personal, em-

pathetic qualities of leadership and can influence masses of people. He is fervently dedicated to certain ideals and objectives and is able to influence people to follow him and his objectives. Probably one of the best examples of such a leader was Mahatma Gandhi.

The functional or operational leader is part of a large organization, has certain definite functions to perform, and is responsible for getting results through others. A foreman or straw boss in industry is an example of this kind of leadership.

The therapeutic leader is primarily interested in improving people and their relationships, is eager to help people work better together, and is primarily concerned with intra-group relations. Many experts in group work would probably fall into this category, as would psychologists and psychiatrists involved in group therapy.

The educational leader is interested in bringing about certain behavioral changes in an individual or group with respect to facts and information, understanding, attitudes, values or skills. Best examples of this kind of leadership are teachers who are conscious of their role in bringing about definite changes in students.

Having divided leaders into these four categories, it seems rather apparent that no one kind of leader can effectively perform the four leadership tasks which we suggested earlier that an extension worker must carry out.

Qualities Needed

The charismatic leader is most likely to be effective in seeing that the objectives of the Scope Report are implemented. It will certainly require some attributes of this kind of leader to interpret and secure support for this set of objectives.

The functional leader will be required to carry on the task of communication and day-to-day operations and relationships. This kind of leader can best handle detailed operations and relationships which are necessary to effective performance.

With respect to Federal-State-county relationships, there is also a need for the therapeutic leader. He
(See *Match the Role, page 92*)

Training in Human Relations

by JOHN G. CHANTINY, *Family Life Specialist, Maine*

IN Extension our search for better ways to encourage learning has led us to seek more understanding of how people develop and function. We have become concerned about how people behave in groups and about the group as a setting for learning.

How do we cultivate understanding and encourage application of human relations principles in our extension family? In all its aspects extension work has always been a visionary adventure in practical human relations. We need to guard against thinking of such training as an entirely new and separate venture. And we must not imagine that training sessions are the only place to learn about human relations.

Human relations training has many applications and can be conducted through many different training structures. Modern human development theory and practice make up much of its subject matter. Whatever the structure, the management of the human relations within the training situation itself is an important part of the subject matter.

Good Bases

It is practicable to base human relations training on projects concerned with selection and training of leaders, effective communications techniques, Farm and Home Development counseling, or education in family relations. Such training can be effective when designed to help agents and specialists form a pattern of relations based on meeting needs common to human beings.

We can better grasp the constructive possibilities of valuing, accepting, and supporting each other when we experience these things ourselves. We become more sensitive to the kinds of behavior that put people on the defensive when we feel free of the need to defend our own short-

comings and mistakes and become more aware of the barrier that defensiveness often throws up against communication and learning.

The realization that change sometimes makes us feel uncertain can alert us to the importance of getting and giving support and encouragement. As we become more aware of our own reticence and blind spots, we accept them more easily in others.

A crucial aspect of the training situation, obviously, is the character of the relationship developed between specialist and agents. A constructive relationship with the specialist can help agents develop such relationships with their clients.

Human Relations Study

In Maine we made our first formal efforts at human relations training a year ago with a series of communications workshops based on portions of the NPAC material. We are now trying to develop human relations training as a part of some projects.

This year we are experimenting with day-long field conferences on Farm and Home Development, with all agents in the locality participating. Development cases are selected and presented in detail by farm-home agent teams. Home management, farm management, and family life specialists act as a consultant team to: support agents in what is often slow, discouraging work; bring in fresh information and attitudes as a way of opening up action alternatives; encourage agents in habits of sensitive observation and objective thinking; encourage agent teams to assemble case notes together and review them together frequently; and develop greater awareness of the relevance of interpersonal relations in family planning for purposeful action.

Agents are not encouraged to as-

sume responsibility for which they are unprepared. Part of the human relations training consists in working together to recognize factors beyond the counseling team's abilities and in discussing sources of outside help.

For example, in one case a handicapped child seemed to be the center of disorganization and conflict in a family. The conference group discussed the agent's observations and attempted to fit them into the total family development picture. The agents were supported in fixing the limits of their responsibility and were encouraged to explore outside sources of help with the family.

Preparing Agents

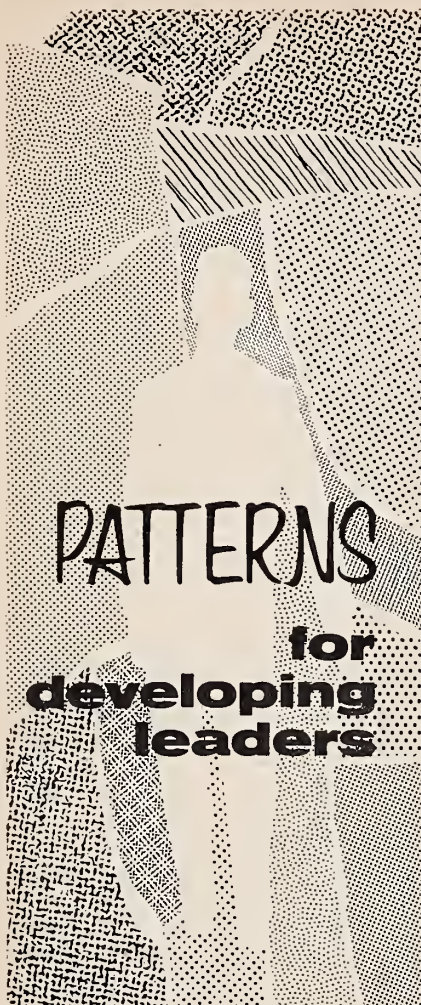
Training home demonstration agents to conduct family relations programs is another experiment in human relations training. Emphasis was placed on helping agents develop confidence in their ability to work with such methods and materials.

Preparatory training consisted of a family life workshop series conducted in several counties by the specialist. Each agent made a workshop report, noting such points as composition and educational status of the group, attendance pattern, setting and meeting structure, and a catalog of participants' written comments. Agents were also encouraged to report their own reactions to the experience.

A 3-day training seminar was then conducted on campus for these agents. This session was arranged as preparation for a specific program—a 6-meeting study group series on the behavior of the 6 to 12-year-old child. The specialist prepared a suggested study group outline and provided reading and other resource materials.

Afternoons were free for agents to read, view films, and plan. Mornings were spent informally in a group discussing each agent's tentative plans for the six projected meetings. Agents brought up questions about subject matter and discussed group study aims and methods.

Checklists on adult expectations and responses with regard to child
(See *Human Relations*, page 92)



PATTERNS for developing leaders

by EUNICE GRADY, Assistant to
State Home Demonstration Agent,
Florida

LEADERSHIP on the part of extension workers has never been more important than it is today. And extension administrators recognize the need for training to develop workers' potential leadership abilities.

Planned schedules of in-service training and other opportunities for professional improvement are the means by which the Florida Extension Service promotes leadership development. Our training philosophy is that every extension worker, as a professional leader, should get the information, techniques, and skills which will enable him to work effectively with people throughout the State.

Formal study in summer schools, on or off-campus college courses, and individual reading and study enable State and county staff members to expand their knowledge and increase their leadership skills. Participation in State, regional and national conferences, workshops, and institutes also contributes to the professional improvement of our workers.

Training on the Job

In-service training is given to State and county staff members in many ways. Annual conferences feature information on national and international situations that affect Extension. Program Projection and Farm and Home Development are areas in which Florida workers have received in-service training through workshops and conferences.

Training in the broad concept of communication, including the processes of social action and diffusion, and varied skills and techniques is now underway for all our workers. Last year a communication training workshop for the entire State staff was followed by a similar workshop for county personnel. Written communications training is being presented during 1959 workshops.

A 2-day leadership development workshop helped us to reach some common understandings about leaders and leadership. Area meetings on this subject followed. County workers reported they learned much about their roles as professional leaders and ways of securing and developing lay leadership.

In-service training for Florida home demonstration personnel is a major job responsibility for me. State staff members plan at least one joint training session each year. Recent sessions included the areas of job analysis, office management, leadership development, and effective writing.

Staff members attend in-state and out-of-state conferences, workshops, and meetings in their areas of work. Individual professional study, graduate courses and seminars contribute to the training of State staff members for giving leadership to home demonstration agents.

In-service training for home demonstration agents is planned on a 3-year cycle. The plan is developed

after agents express training needs and supervisors and specialists study county situations and programs. The training plan is carried out through State-wide meetings, agents' conferences, State Home Demonstration Council meetings, girls' 4-H short courses, area meetings with State-wide coverage, and county conferences.

The annual State Home Demonstration Council meeting gives agents an opportunity to work with club members in learning about the place and functions of councils and to help them plan a basic program for home demonstration work.

Special training sessions for home demonstration agents are a regular part of the girls' 4-H short courses. In 1958 we completed a 3-year sequence of agent training on developing lay leadership among older 4-H Club members and adults.

Many Teachers

Federal extension staff members and faculty members of State universities have assisted with training workshops and meetings, as have specialists from other professional organizations. State staff members also conduct training meetings for home demonstration agents.

In addition to subject matter, the teaching methods and techniques used in these workshops are considered part of the training. By working as resource persons, group discussion and demonstration leaders, by using varied procedures and techniques, and by having different responsibilities in group activities, extension workers gain understanding and leadership skills.

Group training has many advantages, including the opportunity for agents and State staff members to exchange information and experience. Individual training by supervisors and specialists is also helpful. By this means, agents' specific needs for help with program determination and development, subject matter information, and ways to work with lay leaders and others, can be met.

This total training program forms a pattern for leadership development. The end result is that extension workers become more competent in carrying out their leadership responsibilities.

The Training Leader's Role in Leadership Development

by ROGER L. LAWRENCE, *Training Specialist, Iowa*

ONE of Extension's major contributions has been the development of leadership ability in persons it has served. In a democracy, progress is largely predetermined by the quality of leadership available and developed within the mass of the population.

These statements from the Scope Report emphasize the importance of leadership training among lay people. And equally important is Extension's responsibility to develop the leadership ability of each staff member to the highest potential. The progress of Extension, too, is largely predetermined by the quality of leadership available and developed within the staff.

This article deals with the development of leadership within staff members and the development of their ability to train lay people in attitudes, understandings, and skills needed for dynamic and effective leadership.

Know Your People

Administrators, supervisors, project leaders, and similar titles are given to those in Extension who have responsibility for the work of others. These persons must also assume responsibility for training and developing leadership ability in those whom they supervise.

They know more about the staff members under their supervision than any other person on the staff. They are acquainted with their attitudes, motives, work habits, abilities, problems, and personal habits and characteristics related to job fulfillment and personal development. Consequently, they are in a position to assist each staff member to develop to his or her maximum potential.

In general, the State training leader serves in a staff position to those in the line of responsibility. He can assist those who have responsibility for training staff members working under their direction. The training leader can take the lead in planning the general training program and can assist those in the line of responsibility to adapt the general training program to specific situations. The training leader can see that training materials are prepared and effectively used. He can also assist in the evaluation of training results.

Leaders' Jobs

Specifically, the State training leader can carry out or assist with certain activities to aid the leadership development of staff members and help them become better able to carry out teaching objectives in the area of leadership development with lay people. Activities with which he can assist include:

- Cover leadership development in extension education courses as part of the pre-service training of prospective staff members.

- Encourage prospective staff members to include courses in sociology, social psychology, and education in their undergraduate studies.

- Assist all staff members to understand the total training program, their relationship to it, and the relation of leadership development to total training effort.

- Take the lead with specialists in sociology, social psychology, education, and other areas in developing integrated in-service training programs in leadership development.

- Assist supervisors to understand and accept the contributions

that leadership development training can make in the lives and work of those whom they are supervising.

- Assist staff members selected to conduct in-service training in leadership development, in formulating teaching objectives, and selecting teaching tools.

- In some cases, conduct all or part of the training. This depends on availability of other resources and the training and ability of the training leaders.

- Counsel with staff members planning graduate training regarding the opportunities available to include leadership development work in their graduate programs.

One major contribution which the State training leader can make in carrying out the steps listed above is to continually emphasize that leadership is not a bag of tricks nor a list of rules that always apply.

Examine the Content

Lack of knowledge concerning the subject matter or content of leadership development has clouded the area in the past. If leadership development is taught, there must be a body of knowledge, frameworks, concepts, and principles involved.

Useful references in teaching leadership principles include: *The Group Process* by George Beal and Joe Bohlen; *How Does Social Change Occur* by Beal; *The Dynamics of Leadership and Group Action* by Beal, Bohlen, and Neil Raudabaugh; and *Planning for Staff Development* by R. L. Lawrence.

The training leader can assist in placing leadership development in the proper perspective in the social sciences and in developing teaching objectives and techniques to go along with training in this area.

Let's Play

Committee—

The Role of Leadership

by RALPH J. RAMSEY, *Rural Sociology Specialist,
Kentucky*



COMMITTEE is a word game played with people, by people, and for people. It is similar to the game of conversation. It is team play—by which a group of people reaches decisions and makes a blueprint for action.

In team play usually every member has a different task. Only in mobs, or in such tasks as carrying steel rails, do members of the group all do the same thing. In other groups there is a division of labor.

Committee is usually played around a table, with the players seated in chairs. The equipment usually includes pencils, paper, blackboard, ash trays, glasses and cups. Although typically a pencil-and-paper game, the knowledge, experience, points of view, and mental agility of the members are the most important equipment.

The object of the game is to reach a decision, to collect facts (a type of scavenger hunt), or to outline a plan of action (strategy). The game is basically a cooperative endeavor with some competition among individuals, with other groups, or against time. The specific objective is stated by the person appointing the committee.

Before the game starts, the chairman of the authorizing group specifies the rules as to who are the eligible players, how many periods the game is to last (a typical period is one hour), and the method of scoring. The committee team generally is asked to play for the benefit of a larger group. However, the larger group will see only the box score or the write-up of the game.

Team Lineup

Each player is selected to play a key position. No utility players or substitutes are needed, although a pinch hitter may occasionally be called in to perform a specialty. The game should be played with the least number of players needed to get the job done—no players to warm the bench, no kibitzers, no spectators. And the team lacks All-American stature if one person tries to play all positions.

The positions vary somewhat according to the objectives. If the instructions are to find facts, each player should be familiar with at least one major source of facts. If there is a decision to be reached, the

players ideally should not have formed an opinion before the evidence is in. If the instructions are to recommend a detailed course of action, each player should have the knowledge and authority to commit himself or his organization to carry out the details of the action.

If the committee is to render a decision, there should be an odd number of players to avoid an overtime period. Sometimes the committee is instructed to recommend several courses of action for the authorizing group to consider.

The Players

The *chairman* is a combination referee, player-coach, and orchestra leader. He calls the group together, starts the game by repeating the instructions to the group, sets the ground rules of how the game is to be played, enforces the rules, calls out the score from time to time, and declares the game at an end—or called on account of time. His role is not to score but assist each member to make scores.

The *clerk* may be called the secretary or recorder. He attempts to put into words the ideas of the members. He should avoid rephrasing the ideas to make them conform to his own ideas.

The *consultant* will present hard facts to the team. He may be an outsider who makes a short speech or distributes literature. He will be questioned by the members to get understanding but the facts will not be challenged.

The *idea person* has the inventor role and presents ideas to the team for consideration. Like pitching in baseball, some ideas will be good and some will be less exciting. The idea person may be presenting generalizations or theory. He will sometimes borrow ideas from other committees or other communities based on personal experience or from reading or hearsay.

Brainstorming may be engaged in by the entire team. The skill of creativity is a specialized one and has special rules for playing. Some are: reverse the traditional time order of the action, do everything

(See *Play Committee*, page 94)

PROGRAM PROJECTION IS CRAFTSMANSHIP, NOT MAGIC

by J. K. McDERMOTT, *Extension Economist, Indiana*

You are the key figure in Program Projection. You can rely on your Program Projection committee to make decisions. That's their job. But you cannot rely on the committee to do your job of creating the environment in which to make good decisions. That's an educational job, and education is your business.

What does the right environment consist of? Several things.

- You must know specifically what you want from the committee so that you can help them see their job quickly and accurately.

- Bring the right people together to do what you want the committee to do.

- Either present the committee with significant questions or help them develop significant questions and then be sure they have relevant information to answer them.

- Experience on the committee should be pleasant and worthwhile from the members' viewpoints.

- The committee should be treated with respect and in a businesslike way.

Prepare Yourself

Your State office has been promoting Program Projection for years, but you can't make the job worthy of your time or your committee's time unless you personally want done what it will do. Unless you sincerely want help in deciding what your program should be—unless you honestly question whether the things you are working on now are the most important you could be working on—Program Projection is not worth your efforts.

It's not important that what you want done in Program Projection corresponds with my idea or your supervisor's idea of what should be done. It is important that you know fairly specifically what *you* want Program Projection to do for you.

When you understand what you want, you can give the committee their role and save their time in wondering just what is expected.

You don't need many people—15 will be enough to start. Get the right ones. This is a special job requiring special people. If you get the right people, your success is almost assured. And the wrong people almost assure failure, even though you may not recognize it.

Get the Right People

Here is a check list to help you select the right people.

Choose people who can think and are thinking about problems—people who are basically curious about problems.

Choose people as individuals. Don't ask anyone to serve as a representative of a special interest group. Don't force him into a narrow point of view.

Choose people who you think will work easily and well together.

Choose people who represent a wide variety of interests. The extent to which you use nonfarm people depends on the scope of the program. Any area is fair game in Program Projection. You and the committee set the limits.

Choose people who represent all areas of the county.

Select one or two people with the ability to get new ideas and willingness to try something new—those with imagination.

Choose one or two people with the ability to get things done, willingness to work, and stick-to-it-iveness.

Be sure you have one or two people who have stability and prestige and whose opinions carry some weight.

Answering questions is not nearly so difficult as asking the right ones. You will have a considerable amount of intellectual ability and experience

together in your committee if you have the right people. Don't waste this resource by asking insignificant questions, or questions you as a professional educator are better equipped to answer.

Significant Problems

Ask questions they are better equipped to answer than any other source—questions they can answer from their own judgment, experience, knowledge of the situation, or knowledge of the values of their neighbors.

This includes such questions as: How many dairymen will quit the business in the next few years and what is Extension's responsibility to them before they quit? How many farm wives are thinking about getting jobs and what are Extension's responsibilities? How much land needs drainage? Is this more important than another problem? How many farmers are working off the farm? What special problems do they have—farm or nonfarm?

The committee will come up with a list of problem areas. You help them by asking questions concerning these problem areas.

Questions and facts fit together. If you challenge the committee with significant questions, they will demand facts. Don't accept answers based on "pooled ignorance," if you can get facts without undue trouble. No matter how intelligent the committee is, they will need facts or information. But don't bog down with too many facts. Use only the relevant facts, only those that pertain to the significant questions the group has been interested in.

If you use your imagination, you will find many useful facts available without much trouble. You have access to census data. Here are other

(See Craftsmanship, page 86)

Venture in Human Relations

by WILLIAM A. DeHART, *Sociology Specialist, Utah*

PROGRAM planning is an active expression of faith in people's willingness and ability to work together productively and with satisfaction to achieve common goals. It's an educational technique to achieve Extension's goal of rural improvement.

Extension programs have become broader in scope in a number of ways. Today the total range of conditions that make for better farm living are encompassed in extension programs.

Agents are encouraged to do a better job of planning by taking a longer view of the agricultural situation. This calls for more complete and better analysis of social and economic trends.

Planning is no longer the exclusive responsibility of Extension; it is a group endeavor. A cross-section of citizens may be encouraged by the agent to determine a program for their current and future betterment. Such planning help may be extended to a family, a commodity group, a community, or larger area.

Agent's Role

The leadership role of the agent in program planning is to help people recognize their wants and needs and to help them realize their potentials through productive action. This means the agent determines with the group their wants and needs, and through group decision-making these are translated into goals to which the group commits itself to take action.

In fulfilling this role, the agent is more than a technician or specialist in agriculture. He is a generalist who needs to grow in knowledge and to equip himself with skill in group process and social action techniques. He is an initiator, an energizer, an organizer, an integrator of people and

diverse groups. In brief, he needs to be a human relations expert.

When the agent prepares himself to fill this role, he will find numerous opportunities to serve rural people. And his position as a teacher and leader will be greatly strengthened.

Groups differ in the degree of their motivation, knowledge, and skill in self-achievement. Some are moving ahead successfully under their own direction to achieve objectives. The agent may find it most profitable to work with such existing groups in developing his own program of work.

Other groups may be highly activated to improve local conditions as a result of frustrating experiences or because of a certain social consciousness. They will be stymied if they do not have the knowledge and skill to give meaning and productivity to their efforts. In this situation they need the enlightenment and help of an understanding resource person.

Some groups appear to be demoralized, or reconciled to live with the status quo. Groups of this kind represent a real challenge to the agent who tries to overcome their apathy. But every community has individuals who have a real concern about its welfare or wish to support a specific activity.

Examples of Progress

Let's consider a few cases where agents have made progress in community and agricultural planning.

Developing an agriculture committee. The county agent often can strengthen his program by identifying with organizations that are already geared to planning.

For example, in one area a group of citizens organized to promote industrial development. They set up an overall agriculture committee for

the region. The county agent was also organizing an agriculture committee to do program planning.

Here was a situation where the committees should logically be combined; each could lend the other the strength it needed in securing local support. So the two groups combined to make one strong program.

Organizing a motivated community. World War II gave renewed impetus to the development of a desert valley, where about 70 families were trying to develop ground water for irrigation purposes. Being in a poor risk area, the farmers found loan agencies hesitant to extend credit.

Numerous meetings were held to discuss their multiple problems. The farmers had much at stake, so there was high motivation to cooperate in the development of the area.

The county agent suggested organizing a community council to improve cooperative efforts to deal with their problems. A coordinating council was organized, with the agent as an ex officio member in its initial stages of development.

Today, this community has a good school, hard-top roads throughout the country, a community religious organization, and is completing an \$80,000 youth center. These are only a few of its many achievements. In a large measure these achievements were possible because an agent understood a social situation and contributed the kind of help needed at a crucial moment in the history of a community.

Organizing a status quo community. Where little interest and experience in program planning exists, the initiator of program planning has a more challenging task.

Such a group needs first of all to be motivated. This is achieved in part by pointing out some possibilities of group planning and the potential benefits that may result from organized community effort.

The next step is to conduct a problem census to discover some community interests and needs. One or two of their most pressing needs are then discussed by the audience in reference to what has to be done if the need is to be satisfied. Usually the solution lies in some kind of group action. Then the group or

(See *Venture*, page 94)



take a LONG look

by GORDON CUMMINGS,
Rural Sociologist, New York

EXTENSION workers recognize the great contributions made by local volunteer leaders. Yet there are moments when one may wonder about the effectiveness of this method for developing and carrying out educational programs.

One agent, for example, expressed his wonderment: "I inherited nine committees when I went to work in the county. As far as I can see, only one of these committees has ever been active; the other eight are just on paper." Other agents report similar bafflement and disappointment with local leaders.

Local leaders sometimes wonder too! More than a few will tell you that they have been on some committee or other leadership position for 1, 2, or 3 years without understanding clearly what is expected from them.

What can be done to strengthen the local leader system?

The place to start is for agents and specialists to take a long look at or do some "wall-to-wall" thinking about leadership development. This thinking exercise might well focus on these five phases: one's personal philosophy of leadership, selection procedures, training opportunities, leader recognition, and evaluation of performance.

Studying Leadership

We reveal some of our philosophy of leadership in the way we speak and act. What picture do we have of local leaders? Do we talk about "using them" to carry out some program or activity? Or do we think of local leaders as people with capacity for creative thought and action?

How we answer these kinds of questions will tell us if we tend to be envelopers or developers of local leaders. Without positive attitudes toward Extension, ourselves, and local leaders, there simply isn't any sound basis for developing leadership.

Second, the method used in selecting a local leader will affect his subsequent behavior. For example, suppose an agent "hand picks" Mr. Brown for a position that should have been filled by nomination and election. Is Mr. Brown likely to feel his first obligation of responsibility and loyalty toward the agent or the people in the county or community?

Or say it is an appointive leadership position such as an adult 4-H Club leader. Who should do this appointing—the agent or some responsible group in the community? What criteria should be used?

In raising these questions, we are trying to stimulate a careful examination of our present procedures for selecting local leaders. Too many volunteer organizations are not aware of the extent to which the "easiest way" of getting leaders is helping to undermine the local leader system and the democratic process.

The third phase is training. Any person asked to assume a position in an organization is entitled to know what is expected of him throughout his term of service. We all need continuous, on-going training.

Local leaders are no different in this respect and will accept training

when they can see that it will help with their particular job. As someone has said, we have to start with people where they are, but we don't have to leave them there.

Working in 3-D

Leadership training has three major dimensions:

- *Orientation.* This should take place immediately after a leader has been selected. It should be imaginatively planned and carried out in face-to-face contact.

The kind of orientation a leader gets will, to a large degree, determine his willingness to accept responsibility, his future relationship with the agent, his feelings of personal satisfaction, and the overall quality of his contribution. Orientation can be a valuable learning experience both for the local leader and the agent, who needs to know each leader's potential for leadership responsibilities.

- *On-the-job training.* If the fundamental objective of Extension is to help people through education to identify, analyze, and solve problems, then professional extension workers should refrain from making all important decisions about extension policies, programs, and activities. Throughout every day of extension work, we need to seek and even create situations through which we can provide training and practice in leadership and problem solving.

Practically every extension activity provides such ready-made opportunities for local leaders. Committee work, demonstrations, preparing reports, public affairs discussions, business meetings, field trips, project teaching, surveys, long-range program planning, and subject-matter meetings are a partial list of the day-to-day opportunities that agents and specialists can utilize to develop leadership capacity and skills.

A word of caution! While we may enjoy seeing people move ahead fairly rapidly, the jobs assigned a local leader must be within his experience and skill to handle. Putting a person on the spot without much related experience or training may

(See Long Look, page 86)

Schools For Farm Leaders

by W. G. HOWE, Cattaraugus
County Agricultural Agent,
New York

FOR the past two winters farm leaders in Cattaraugus County have taken part in a new type of meeting—leadership workshops. This experience, they say, has helped them become better leaders of farm organizations.

They do not claim to be golden throated orators nor experts at conducting meetings. But they feel they have a better understanding of their responsibilities as leaders and a new awareness of the importance of good communications in making organizations effective.

These workshops came about as a result of requests from farm organization leaders themselves. They expressed a need for more assistance in these two general areas: how to build more effective farm organizations and their role as a leader in this job; better understanding of what different farm organizations are trying to do at the county level and how they go about it.

Training Programs

Recognizing the real importance of these problems, the extension executive committee authorized the first series of training meetings for March 1957. A second series was held in March and April 1958, as a result of interest developed in the first.

The workshops were attended by officers and directors of nine different farm groups in the county. Topics were decided by a committee of farm leaders concerned with the improve-

ment of farm organizations. Each 2-hour weekly session was devoted to such topics as: how to get committees to function; how to plan better programs; how to hold better meetings; how to give a talk; public relations; how to write a newspaper article; and getting and keeping members.

The nine sessions during 1957-58 were conducted by the county agent and Gordon J. Cummings, extension rural sociologist. The managing editor of a local paper conducted a meeting on writing a newspaper story.

To wind up the 1958 series, a bank's public relations officer spoke on Grass-roots of Public Relations at a dinner meeting of the group.

Everyone attending these meetings took part in the discussions and worked in small groups developing news articles and 10-minute talks for a radio series on Our Farm Organizations. Some gave 5-minute tape-recorded speeches on a topic of their choice before the entire group.

This new approach to the old problem of improving farm organizations was highly successful. Typical reactions to the experience were: "Exactly what I wanted," or "It provided the kind of experience I can apply to my own situation."

With such a favorable response, the extension program planning committee scheduled another series this past winter. The main topic for discussion was conducting successful

meetings. Groups at the two previous series felt a need for more detailed work on handling meetings.

The 1959 series, again for presidents, chairmen, and other leaders of farm groups, was concerned with such things as parliamentary procedure, keeping accurate minutes, news reporting, and committee work. The group participated in an actual meeting and each individual worked on a committee as part of the series.

As part of their homework the group divided into committees to study and consider educational programs that might be needed in the next 10 years to meet the needs of commercial farmers, part-time farmers, and rural residents. This gave the group a chance to participate in committee action as well as to take a look at what is happening in our agricultural economy.

Role of Organizations

A large share of our agricultural activity is done through organizations and a high percentage of organizational work is done by boards and committees in meetings. People devote much time to attending meetings and doing the business of their organization. Since much important work is done and many vital decisions are made at meetings, they should be conducted to make the best use of time involved.

(See *Farm Leaders*, page 95)



Leaders of county artificial breeders cooperative compare notes on leadership workshop. Standing at right is Extension Sociologist Gordon Cummings; third from right is Associate Agent Paul Mattern.

CRAFTSMANSHIP

(Continued from page 82)

places to look—a local college library and faculty, high school teachers and administrators, county and city offices, Federal and State offices in the county, public utility offices, chambers of commerce, urban or rural plan commissions, large businesses.

Some data not available can be obtained through simple surveys. High school classes may enjoy getting certain information. Your committee can get some. Use your imagination and improvise. Use your specialists in a new way.

The important thing is to face your committee with significant questions and to supply them or help them supply themselves with relevant facts. Use the committee to help develop questions and most of all to give the facts meaning.

Pleasant Environment

Most important in making committee experience pleasant is to present problems and facts that make sense to the members in their own terms. Be sure they learn something or make an important decision at every meeting.

And there is more. Be sure your meeting place is pleasant. Seat the committee so that everyone faces everyone else. Refreshments after each meeting contribute to a friendly atmosphere and also create an opportunity for members to discuss problems further. Provide tables, not just chairs.

Work to make the group feel important. Tell them that they are. Occasional individual contact with members helps. In fact, it's a good idea to invite each member personally onto the committee and to explain its purpose at that time.

This committee will perform just about as well as they think you expect them to perform. They will react toward you the way you act toward them. If you treat them with respect, not with either a subservient nor an indifferent attitude, they will treat you with respect.

These things will help.

- Take their findings and recommendations seriously. If you ask for advice, follow it, even though you

may not agree. Demonstrate that the committee's decisions have force.

- Start and stop meetings on time.

- Be sure there is a definite agenda for each meeting. You need not prepare it; a subcommittee can do it, but be sure it is prepared.

- Keep a complete and orderly record of proceedings.

- The day after a meeting, mail a concise summary to every member. If the committee agrees, make a news story of each meeting.

- About a week before a meeting, send a reminder with a summary of the agenda.

Some of the foregoing are more important than others. But they have all been tested, both in the theory of how groups operate and in practice.

You have plenty of ability and leadership in your people and plenty of resources at your command. There is no magic in doing a good job in Program Projection. It doesn't require genius or born talent. It requires careful craftsmanship, and you are the one to control that.

LONG LOOK

(Continued from page 84)

work sometimes; it may also ruin a good potential leader.

Small successes build personal confidence and encourage one to gradually accept more difficult tasks. Likewise, routine jobs given over and over to the same person will soon kill interest.

- *Workshops.* Workshops are the third dimension of leader training. We learn by doing. If a local leader needs help in becoming a better presiding officer, speaker, discussion leader, teacher, or program chairman, he should have a chance to learn and practice different ways of doing things—freedom to explore and even make mistakes.

A deeper understanding of agricultural problems requiring leadership, skill practice, and attitudes of self-confidence are the objectives of this kind of training. For agents, a leader workshop can be a chance to involve local leaders in planning training based upon their needs, a challenge to do some teaching in public affairs and group methods,

and a chance to observe potential leaders in action.

Unfortunately, workshops are too often thought of as a panacea for all leadership problems. The best conceived workshop cannot make up for a negative philosophy, poor selection procedures, or inadequate orientation and on-the-job training. Workshops can be worthwhile, but they are only one part in a leadership development program.

Reward Good Work

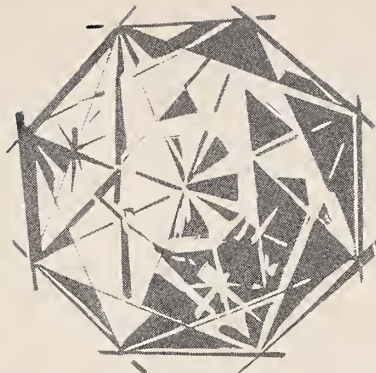
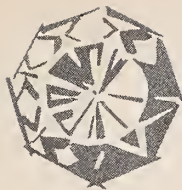
The fourth phase of leadership development is recognition. We should never take the time and effort of local leaders for granted. They are entitled to know how and in what way they have contributed. While part of their take-home pay may come from the knowledge that they have performed a useful service, this is not enough. Some form of personal recognition from the agent—a phone call, letter, or home visit—will probably mean more than a banquet and a speaker telling them how wonderful they are.

Finally, we should learn local leaders' strengths and weaknesses as a basis for designing or improving our leadership training program. We do not need elaborate evaluation tools to begin deepening our insights.

We should ask ourselves more questions. Why did Mary Smith fail to show up for training school? Did she understand what was expected of her? How was she selected? Was she pressed with other responsibilities that needed to come first? Has she had sufficient training? Did she feel insecure about going to the training school alone for the first time?

We need to study the leader dropout problem with the same objectivity we would recommend to a poultryman whose egg production is going down.

Extension workers reveal their effectiveness by the degree to which local leaders accept responsibility. The extent to which local leaders accept responsibility will depend on the agent's philosophy, selection procedures, training opportunities, and recognition received. Continuous evaluation is needed to keep us informed as to how we are doing.



PICKING

DIAMONDS from the ROUGH



by **PAUL CREWS**, *Suwannee County
Agent, Florida*

DISCOVER and develop lay leaders to spearhead the program. That was one of our first needs when Suwannee was selected as a pilot county for Rural Development.

We knew that a successful Rural Development program would mean the attainment of many long-sought goals. And we believed that, by full cooperation and through the efforts of local people, progress of the county would accelerate and both farm and nonfarm people would enjoy higher standards of living.

Involving Others

The county Rural Development committee decided that the first step toward a sound action program should be to gather facts—people's desires, incomes, education, occupations, abilities, attitudes, and skills. Various means of obtaining the information were discussed and we finally decided that it would be most beneficial to allow local people to complete questionnaires for themselves and their neighbors.

There were several reasons for letting lay people make the survey. This would give everyone interested an opportunity to work and they would acquire a vested interest in the program's success. It would en-

able potential leaders to develop their skills in working with people.

Questionnaires were prepared and the general public invited to a county-wide meeting. Maps were used to divide the county into 54 sections according to known neighborhoods. Progressive men and women in each neighborhood were given copies of the maps and supplies of questionnaires. They were asked to complete a questionnaire for every family in their neighborhood.

Some neighborhoods were soon completed while others were almost completely neglected. The process of discovering potential leaders had begun. Also we realized that some people we had thought to be leaders were not willing to work on such tasks. Those who had leadership ability and were willing to work soon proved their value.

Checking Results

After the questionnaires were completed, they were sent to extension specialists at the University of Florida for tabulation and analysis. Information from the survey was mimeographed and made available to interested people both within and outside of Suwannee County.

At another county-wide meeting,

the survey results were discussed. We found that those people who had been most active and willing to work in the survey again were showing their interest by taking an active part in discussions regarding future developments of the county.

When the county Rural Development Council was formally organized, some members were people who previously had taken little active part in community affairs but who were rapidly attaining the role of leaders. Having become involved in Rural Development, these new leaders were useful in other phases of the extension program.

A New Discovery

One good example of the development of a lay leader is Charles Taylor, who retired from a nonagricultural career and moved to Suwannee County in 1955. At that time, I visited his farm to welcome him and explain our program. He seemed to be just another person moved to the farm to spend the rest of his days quietly. His background didn't suggest that he might assume a leadership role in community activities.

When the first Rural Development meeting was called, Mr. Taylor attended and expressed extreme interest. He continued to attend every meeting and was one of the first lay leaders to complete the survey questionnaires in his neighborhood. When the county council was organized, he was elected chairman. Mr. Taylor has eagerly given time and effort to promote the ideas which were responsible for his movement from a quiet, retired life into one of active public service.

Most outstanding members of the county Rural Development subcommittees, particularly the agricultural subcommittee, are people whose leadership is being developed. Our experience proves to us that leadership develops when people are given an opportunity to express interest through active participation and to do the kinds of things that they consider useful.

Some of our best leaders are people who may have been bypassed in previous programs or in previous years. Extension should seek out and pick these diamonds from the rough.

Clothing Program Develops Leadership

by MARION C. SIMON, Ford County Home Adviser, Illinois

WHY can't we have this, too? This question was asked at our county program planning meeting in 1953.

The query was put to me because several cooperators on the program committee had learned of the successful clothing construction schools held for 4-H Club leaders the preceding year.

As I gave serious thought to the request and considered the over-all county program, I saw such a project as an excellent way to develop leadership for both adult and youth programs. And even though such a program would require considerable study on top of a heavy workload, I decided to go ahead.

Setting Up Goals

The first step was to establish goals. The first goal for the women was that they be smartly dressed, regardless of individual family incomes. Ford is a rural county with no towns of more than 3,000 population. Average income is slightly higher than the national figure.

Another goal was development of leadership. This meant that some of the women would have to forget a number of the techniques learned "on their own" and accept new ones. Then they would understand basic clothing construction principles that they could pass on to other members and to 4-H girls.

We had held some 1-day workshops on clothing construction techniques in 1952. I knew that the women wanted and needed more work on pattern selection and garment fitting. They also needed more information on fabric selection and handling. And they needed up-to-date information on construction techniques and selection of accessories.

The program was set up with four projects in this order: construction of a simple cotton dress, an advanced

cotton dress, a street or church dress made from a material other than cotton, and a tailored garment. Local leaders who completed the simple cotton dress under my supervision were to make the second dress on their own.

The third dress would involve a few hours of additional training in new techniques, after which the co-operator would sew at home. She could ask for my assistance as needed. For the tailored garment, I would serve as a consultant since it would require some new techniques and rather close supervision. I would work with small groups in communities and with individuals in the office.

Stages of Progress

Each cooperator was to start with the first garment, regardless of previous experience, and skip no steps. But she could stop the work whenever she wished. The idea was that each should progress as far as she wished.

The project gained momentum as time passed. Women of all ages, from 17 to 70, sewed. For some, the program developed into a family affair. Some husbands suggested the purchase of new machines. A number volunteered as baby sitters while wives attended classes.

It took four years to get all phases of the program into orbit. To date 189 women have made the first dress and 75 have made the second. Fifty-six have made the third and 20 have completed the unit on tailoring. This year is expected to show a far greater percentage of completion.

Of the 189 women, a total of 47 are now adult clothing leaders. And 15 of them also work with 4-H clothing leaders. Those leaders working with 4-H girls are teaching all types of garments, from the simple cotton dress to the tailored suit.

Although finding time to attend classes has been difficult for some of the women, interest has never lagged. At present there is a waiting list for training.

Determining Results

After six years we can begin to measure results. 4-H clothing construction has improved immeasurably. Older girls who used to stick with cotton because "I can get an A with that," now are anxious to try more difficult problems. Mother-daughter teams are becoming proficient in fitting each other's garments.

Several cooperators have given construction demonstrations for high school adult classes. Still others are consulted as "authorities" by women in their home communities.

It is impossible to know how many have been given information which leaders acquired from the program. However, 10 women reported last year that they had given information or other assistance to 37 women.

One homemaker, living 30 miles from any town of appreciable size, is sewing for others. She has made 250 garments since 1954.

She says, "I had to forget my own methods while taking the class work, and even now I use only one or two of my former techniques. If the lessons did nothing else, they gave me confidence, which made the effort worthwhile."

Cooperators are reading and talking about clothing more than ever before. Some no longer buy ready-to-wear garments because they can construct better ones than they can afford to buy.

The program has developed far beyond my expectations. We are moving toward the goal for women to be smartly dressed regardless of income. And leadership is on the upswing throughout the county.

HOW WE DID IT

by BETTIE L. ELDRED, *Graduate Student, Cornell University*

LOCAL leaders usually know *what* to teach. They want and need to learn *how* to teach.

As home demonstration agent in New York's Delaware County from 1956-58, I heard local leaders voicing this need for special help with teaching skills. Subject matter training schools usually devoted a few minutes to reviewing lesson outlines, but the leaders said they didn't get enough specific help with teaching methods.

In our home demonstration program, prerequisites for volunteers or selectees to attend district classes are the ability to drive and the time to give. The prerequisites were established after analysis of a questionnaire sent to 145 members who attended an officers' and leaders' workshop. The latter dealt with general meeting problems and the responsibilities of members.

Problems Named

Findings from the questionnaire were presented to the home demonstration department's executive committee. Then they attended program planning meetings of units and heard the all-too-common cry, "But, I don't know *how* to teach!"

Planning unit lessons, leading discussions, and demonstrating were problems frequently mentioned by the leaders. So these problems were presented to the entire membership. What could be done about this? The members voted to have a workshop in September 1958 specifically for project leaders.

In holding such a workshop, conditions needed to be set for people to learn. First we recognized that how the meeting was planned and what the participants did at the meeting would determine whether it would help the leaders become better teachers.

Four State specialists worked with us formulating plans to stress teaching skills, principles, and to provide for evaluation. Then our county extension staff set up an objective for the "teaching how to teach" program.

Program Aims

During the 1958-59 program year we wanted about 100 project leaders to develop and apply skills in teaching and to gain an understanding of some guides for teaching. Three specific objectives were to help unit project leaders:

1. Develop a usable knowledge of teaching skills in: demonstration techniques applied to a clothing project, discussion techniques applied to a home management project, and planning techniques applied to a family life project.

2. Gain an understanding of guides for teaching.

3. Apply the above skills and principles in lessons they teach.

As leaders arrived at the workshop, they filled out a check list on teaching methods and principles. This list established a benchmark as to where the leaders felt they were at that point in their knowledge and understanding of teaching.

Involving Leaders

The executive committee, specialists, and agents had agreed that participation of local leaders in "showing-how" sections of the program was important. These leaders were on the "nonprofessional-technique" level of the membership and it was expected they would make situations more meaningful to the leaders than a specially trained professional worker.

A family life unit leader explained planning techniques she had used

for a project. She outlined her procedure of publicizing, working with members before the meeting, readying the meeting place, preparing visual aids, outlining the lesson, planning ways to get member participation, and providing take-home bulletins.

Ideas brought out by this leader were pinpointed by the family life specialist, who held a question-and-answer period on individual planning problems. This part of the program stressed the means by which local leaders could expand unit lessons from the information obtained at subject matter training schools.

Two home management leaders summarized their unit's discussion-demonstration on housecleaning as an illustration of combining teaching methods. They stressed that a combination makes more effective teaching and better learning because people differ in their ability to do both of these. Advantages of the discussion method were shown—bringing out different ideas, finding out problems, clearing up misunderstandings, and emphasizing mutual understanding.

Telling and Showing

The home management specialist pointed out highlights of discussion-leading and method-combinations. She helped the audience think through some of their own teaching problems in these areas.

Two unit clothing leaders showed effective demonstration techniques while making a collar. Outlining demonstration steps, practicing, preparing a working place, and making illustrative materials were points stressed in this how-to-do lesson.

Clothing specialists clarified major demonstration techniques and answered questions from the audience. They emphasized the need for a demonstration to be organized in logical sequence so that this live, practical experience can be readily followed at home.

The rural sociologist summarized the teaching principles and guides used in the planning, discussion, and demonstration portions of the program. As a further aid to under-

(See *Leaders Learn*, page 92)

Leader Training in Depth

by ROSSLYN B. WILSON, Assistant Editor and
GEORGE FOSTER, 4-H Club Specialist, Tennessee

How many 4-H Club leaders can your county use?

Is your answer, "As many as we can get," or "We could never have too many?" If so, you will be interested in Tennessee's 4-H Club Leader Training in Depth.

The objectives of this approach are to train leaders so they can effectively guide activities of local 4-H Clubs or project groups on their own on a year-round basis and to provide extension agents with a "packaged" leader-development program. The training got underway in 1958 in three pilot counties, and is now being done in 10 more counties.

Training in Depth starts with local agents looking at their 4-H program and its specific needs for leadership. Agents then work with the State 4-H department to arrange seven training sessions for leaders—people the agents think are or might be interested in 4-H leadership of any kind.

Other organizations interested in 4-H work, such as county 4-H leaders organizations, citizens committees, and 4-H councils, are brought in on the planning and arrangements. The 4-H department arranges instruction for the sessions.

What We Teach

Training classes discuss the essentials a volunteer leader needs to know to guide 4-H Club activities. At these meetings, leaders and potential leaders learn 4-H philosophy, objectives, and purposes.

They learn how to help 4-H Club members organize clubs and plan programs, how to encourage and lead youngsters in project work, how to help them conduct club meetings, how to plan and work with special events and activities, what sources of help are available, etc. Certificates are presented to leaders who attend at least 4 of the 7 meetings.

Training is based on the assumption that volunteer leaders are vital to 4-H work, and that the best way to multiply the effectiveness of extension agents is through wise use of volunteer leaders. It assumes that leaders who volunteer their services deserve training and tools to do the job effectively, that leader training should be adapted carefully to local conditions, and that volunteer leaders are willing to give time to get thorough training if it is made worthwhile. A good example of the accuracy of this last assumption is a school teacher in Putnam County who canceled an appointment with her doctor and hired a substitute in order to attend a training session.

Job Volunteers

Leader Training in Depth is already having its influence in Tennessee 4-H Club work. For example, in Wilson County, 60 4-H leaders received certificates for attending four or more of the training sessions. Of these, 46 agreed to serve as adult leaders of organized 4-H clubs and 31 agreed to serve as county-wide or community project leaders.

Fifty-three said they would visit as many 4-H's as possible during the year; 50 would help plan and conduct a field day, picnic or party for their local club. Forty-three agreed to conduct one organizational meeting of their local club; 44 to conduct one educational meeting; and 48 to conduct one recreational meeting.

Forty-one agreed to help members keep and assemble 4-H record books; 34 to get judges for local contests. The agents thus have a trained and enthusiastic corps of 4-H leaders ready to help with the county program.

Franklin County agents are enthusiastic about this way of training leaders. Each meeting attracted more leaders than the previous one—evi-

dence of sustained interest on the part of those attending. With this training program, they know better how to serve as 4-H leaders.

Mrs. Jane Arnold, assistant home agent, sums it up: "The 4-H Leader Training in Depth program provided valuable materials and training. The interest and work of the leaders is already visible. We hope that this leadership training will expand the county 4-H program."

Frank Brown, assistant county agent, cites response to the public speaking program as an example of the good that comes from the course. "One hundred percent of the clubs with leaders attending the training course had a local public speaking contest. In all, 424 boys and girls participated in the county."

Promising Future

From the experience so far, the 4-H Leader Training in Depth program seems to have a great deal of promise for Tennessee 4-H work. An average of about 50 leaders have received certificates in each county, with an equal number attending one to three sessions.

The State 4-H staff is encouraging extension agents from other counties to look in on the sessions where the program is underway. Neighboring States have also expressed interest in the approach and have asked to attend some of the training meetings.

To build the best possible 4-H program, and to make sure the day will come soon when a good 4-H Club is in reach for every rural boy and girl of 4-H age, we must train our leaders and use our leaders. Leader Training in Depth aims at this goal.

Editor's Note: The Tennessee staff gives credit to the Federal Extension Service and many States for help in developing this program.



Building Confidence in Young Leaders

by DOROTHY EMERSON, Associate
State 4-H Club Agent, Maryland

WHEN I get up in front of people, I'm scared stiff. I'm afraid I'll forget what I'm going to say. I get butterflies in my stomach. I just dread talking before my class.

These are comments of 4-H Club members at the opening of a session on Confidence for Leadership. These 4-H'ers are setting the stage for teaching and discussion that will meet their needs. Comments vary but the feelings are always the same—self-consciousness and fear that they will not know what to do or say.

How do we help build confidence in these young leaders? First we talk about ideas. Everything we can think of is basically an idea—the table, chairs, clothing, the meeting itself. All anyone will ever need for talks and activities are ideas. And ideas are always present. Beethoven said he pulled them out of the air for his music.

We teach that people must learn to listen in order to have ideas. They must learn to blank out the maze of

thoughts centered on themselves. Our group practices listening to see how long they can keep their minds on the subject of 4-H Club work. It's surprising how much 4-H'ers discover they know about this subject as they listen with their eyes closed.

Then our young people experiment by listening without any special idea in mind. What noises do they hear? What are they thinking about? When they listen, their thoughts are turned outward, away from themselves. So the group discovers that listening helps get their minds off themselves and tuned with ideas.

Visualizing Ideas

The next step shows the group how this exercise works practically for the one in front of the audience. A volunteer stands and the leader gives him an idea word. Various words may be used—spring, snow, vacation, dogs, boats, trees, etc.

The minute the volunteer hears

the word, he is to "go blank"—allow no thought in his mind but what this one word brings. He must start talking at once, saying anything that comes to mind about this idea word. Ideas always come if the speaker visualizes the idea word and its associations.

After this short talk, the leader asks other members of the group what they were thinking about while the volunteer was talking. Practically every member had translated the word into his own experiences. They weren't thinking about the speaker.

This demonstration helps put speakers at ease. Once they understand that people are not thinking about them but about the idea, they lose their self-consciousness. They learn to stay with the idea, to let the idea talk for itself.

The 4-H'ers learn that a pause between ideas is refreshing. The audience uses this pause to think about the idea; the speaker uses it to think about what he will say next.

Impersonal Ideas

Usually club members talk about their own experiences and thoughts. Does this sound conceited? No, that's what makes a talk interesting. Club members learn that people like to know how ideas look and feel to others. And all ideas are impersonal, even when they exist in your personal experience.

For more practice, the 4-H'ers break up into small groups to exchange idea words and short, spontaneous talks. These young people tell about something they value and enjoy in their home, school, or 4-H Club. Ideas must be valued if they are going to be appreciated and enjoyed. The more we love ideas, the more we want to share them with others, and it becomes easier to talk.

Public speaking is approached from another angle, too. Club members practice reading aloud, just a few lines at a time. This becomes a personal lesson for each member as he takes his turn, and the rest of the group learns from the coaching.

Story telling is the next step. After the leader tells a short story, the

(See *Building Confidence*, page 95)

HUMAN RELATIONS

(Continued from page 78)

behavior were a part of the study group materials. Agents filled out these check lists at the beginning and end of the training session and will do so again after they have conducted their study group programs. As a part of the training experience, agents' responses will be discussed with them later in the year.

In a practical effort to keep the specialist-agent relationship open and productive, these agents are experimenting with a weekly meeting diary. After each meeting in a series, the agent sends the specialist an informal written discussion of any aspects of the meeting which concern her, including her own performance.

The specialist returns written comments meant to support the agent's efforts to meet the challenges of the actual program situation. Since most of these notes and comments can be reproduced and circulated, interaction among agents continues after the training sessions are finished.

Increased emphasis on helping people develop themselves makes it more important than ever for each of us to have a growing philosophy of human relations. To enlarge our understanding of human behavior, to better understand the group as a tool for teaching, and to enhance appreciation of the direction our work with people can legitimately take, are significant reasons for undertaking training in human relations.

MATCH THE ROLE

(Continued from page 77)

must deal with some of the problems of inter-personal and intra-group relationships which are bound to arise. The therapeutic leader can also help carry on leadership training programs and develop more effective techniques and methods for working with groups.

As far as the individual development aspect is concerned, we must call on the educational leader, aided by all the others. Without the leader who is consciously an educational leader, individual development and fulfillment will probably not come about.

To carry out these varied leadership responsibilities effectively, every extension worker must, at different times and in different ways, be each of these four leaders. In some situations, you must assume the cloak of the charismatic leader. Much of the time you will operate as the more pedestrian but extremely necessary functional leader. In other situations you must assume the role of the therapeutic leader. And you have a continuing task to perform as the educational leader.

Clearly then, the extension worker must be a *multi-purpose leader*. But this brings us back to the question of whether one person can wear these many cloaks and assume these many roles.

Again the answer seems rather obvious. The extension worker must develop the awareness, sensitivity, understanding, and skills which will make it possible to fulfill the four different roles as they are demanded in different kinds of situations.

Developing Your Leadership

To develop this kind of understanding, sensitivity, and skill, certain characteristics of a multi-purpose leader can be outlined. These are not inborn characteristics, but ones which can be learned and developed.

First, the leader must look upon leadership as a role and as a function of the situation in which he is operating rather than as a personality trait. He must realize that different kinds of situations will call for different leadership roles and methods. He must see himself as a person who can analyze the demands and requirements of the situation and who can adopt the kind of leadership most appropriate to it.

Second, the leader must be sensitive to demands created by the goals involved in the particular situation. He must be sensitive to the people involved, their attitudes and their expectations. He must be sensitive to how he reacts to the group and how they react to him, so his behavior can be guided accordingly.

Third, the leader must continually be aware of two different kinds of goals which he is trying to accomplish. These are goals relating to achieving the particular task and

goals relating to the development of the individual and group involved in the situation.

Finally, the leader must be flexible enough to assume the various kinds of leadership as they are required in the different situations confronting him.

Multi-purpose Leader

At this point you might well ask, is multi-purpose leadership really possible? If so, what kind of training is required? Where can you find leaders of this kind?

The answer is all around us. Take a good look at some of the most effective leaders in any organization. You will find that they possess most of these characteristics. They may not be aware of their sensitivity and flexibility but they will operate in such a manner that one knows they have such insights and sensitivity on a built-in basis.

Once a leader understands the need for multi-purpose leadership and for a variety of leadership roles, he will almost automatically develop a better understanding of the situation in which he is operating and of the need for continuing sensitivity to it. As he develops this understanding and a deeper sensitivity, he can no longer continue as a leader unless he also becomes more flexible.

LEADERS LEARN

(Continued from page 89)

standing the teaching methods and principles, printed reminder guides were given the leaders.

In the months since the workshop, extension specialists working in Delaware County have noted improvements in leader preparations to teach. But the supreme test is to come.

As a part of my graduate work, I am surveying counties to determine what method help is most needed and where it best can be given. I have prepared a questionnaire that will test whether this pilot workshop helped to increase teaching skills and understanding among leaders. If these have been accomplished, such a workshop may be one usable device for teaching "teaching" to home demonstration leaders.

Youth Learn Why and How

by HARLAN GEIGER, State Older Youth Leader, Iowa

AFTER attending leadership camp, I feel that I have a definite role to play as part of a group. I learned how a group functions, what makes it work smoothly, and how to stimulate participation.

This was the response of one young man after attending Iowa leadership training camp. His feeling was shared by fellow delegates after a busy week in which they found themselves "knee deep" in group dynamics.

The Iowa Leadership Training Conference for Young People was organized 10 years ago with the idea that the most important factor in developing leadership responsibilities is the need for developmental experiences. By giving young people a chance to use their formal training in realistic situations, we feel that the effectiveness of the conference is greatly increased.

The objectives of the training conference are 5-fold: to give delegates an opportunity to gain an insight to

themselves, other people and how people are motivated; to develop understanding as to how groups are formed, how to set group goals, and why groups act as they do; to increase understanding of the roles that need to be played to make a group productive; to gain understanding of group techniques and to increase skills in their use; and to improve human relation skills.

Paving the Way

The first step is to create a good training atmosphere in order to build as quickly as possible a close group feeling with 80 to 90 delegates and 15 to 20 staff members. The staff meets before the young people arrive to correlate plans for the coming week. The next morning the young

people are given a hearty greeting from staff members, who assist them in setting up living accommodations. In a few minutes strangers become friends.

The next step is to present concentrated subject matter on group dynamics. To accomplish this, delegates meet with staff members during the morning to discuss and analyze group behavior by means of flannel-graphs, dialogues, group discussions, film clips, role-playing, tape recordings and play-backs, and listening teams. Then they use evaluation sheets to study the effectiveness of the techniques.

By using several different techniques in the presentations, we accomplish two objectives. We use effective methods to present college-level material and give the young people a chance to evaluate the methods.

Teaching by Experience

The third essential in leadership training is to provide some developmental experiences so the young people will have a chance to apply some theory learned during the week-long camp. This provides an opportunity for them to make decisions, plan and conduct programs, and see that daily living tasks are performed.

At the first session, delegates are told that they have 24 hours to get acquainted and learn the operation of the camp so they can operate it themselves. The staff sets the pace the first day and then remains available for counsel and guidance.

(See *Why and How*, page 95)



Folk and square dancing are fun, as well as part of experience in recreation leadership.

A CANDID LOOK

(Continued from page 75)

Concern can be shown in the actions of an adult, but I question if it can be engendered in an adult by others.

We urgently need bedrock thinking about the essence of leadership. If you do not agree with my definition, I hope you are challenged to develop your own. But keep it basic.

If we dilute the meaning of leadership, we may also water down the operation and function of leadership. And I question if we can afford such inflation.

We say leadership is essential to democracy. It is far more than that. It is essential to civilization itself. It is civilization's antidote to indifference, inaction, stagnation, and decline.

Leadership is the only force that can halt and reverse the course of events. Without leadership, events drift and institutions decay. A crisis of decision too often means a crisis of leadership.

Measuring Up

Let's examine, as individuals and as an organization, the quality and effectiveness of our own leadership.

What gauge can we use to measure ourselves against the demands of our particular job? How adequate is our information and knowledge for solving problems at hand? How adequate is it for anticipating new problems?

Do we welcome new ideas, search out new developments, record the changes occurring around us? How about our concern for people? Have we permitted fatigue and frustration to dim its luster so that it no longer shines through our actions?

What about the lodestone we use for discovering leadership potential? Can we spot the really influential people in a group, in a community? Do we listen for the comments that will give us the proper cues? Do we study people in a situation to determine who casts the deciding vote?

Have we retained our sensitivity to feelings and attitudes? Do we consider feelings as part of the facts? Do we seek and search for the knowledge, understanding, and skills needed to weld individuals into an effective planning and action group?

Do we help volunteers acquire this same training needed for effective growth and development?

What about our attitude toward the volunteers who share our load? If we have real qualities of leadership, are we willing to recognize this fact and permit them to function as leaders? Are we willing to surrender to them the responsibilities that real leadership must assume?

This concern with the essence of leadership is basic to the future of Extension. The Scope Report cannot be implemented without leadership in our own ranks. The additional responsibilities it spells out cannot be discharged without the use of many more volunteers in a leadership capacity.

Implementation of the Scope Report offers the ultimate acid test of extension leadership. It may also be the ultimate test of the usefulness of extension work in this new era.

PLAY COMMITTEE

(Continued from page 81)

exactly opposite to what has been done, use analogies of other games, or assume a different place or time or unlimited money.

The *challenger* will test the ideas for practicality, for social approval by other groups in the community, for safety, for conformity to the long-time goals of the group. He may also test by other criteria relevant to the topic.

Practice Sessions

A committee team needs a warm-up session before settling down to serious play. The members must learn each other's points of view and establish the roles to be played so that each can express himself freely without penalty of being "out-of bounds."

The chairman can help establish a satisfactory social climate or playing field. If the chairman does not have the personality equipment to perform this role, some other player may assist in establishing a good social climate. The physical arrangements of the "field" can help, too.

Committee is a free-wheeling kind of game. The authorizing group will decide if there are enough scores to

call it a winning game. The reward for winning is likely to be that of playing a tougher opponent next time.

Extension people are general managers for the games in progress. Several games may be played at the same time in different rooms if each player is trained how to play.

Play committee!

VENTURE

(Continued from page 83)

leader should suggest that they appoint a temporary committee to give the matter further consideration and to carry it forward to the next step.

Here is an opportunity to get community leaders to give the program the endorsement or sponsorship it needs. Let them know that their committee membership is one of sponsorship and endorsement and that the program is not going to be loaded onto them.

Followup is important. If community planning is to be a continuing function, the agent will have a continuing educational job to keep the group motivated as they develop the understanding and skill necessary for cooperative program planning and action.

A Final Look

Creative endeavor in program planning is still in its infancy. New possibilities in group development and social action are only now appearing on the horizon. There are no simple, standardized procedures that guarantee success. Instead program planning is a challenging venture into the realm of complex human relationship—people with diverse backgrounds and personal differences, social complexity, and unique situations that are continually changing. Program planning is in many ways an art.

The unpredictable and variable elements in this process often make one hesitant to venture into the realm of social action. Extension, however, does not sail blindly in this venture. It is backed by years of growth and maturity and has alert minds to encourage new techniques of planning through which the future work of Extension can be upgraded.

WHY AND HOW

(Continued from page 93)

As a result, the group organizes and begins supervising the operation of the dining room and kitchen; organizes and publishes a newspaper; and plans parties, matin services, campfire programs, and leisure time activities.

At one camp, a conflict was devised by a specially instructed group to illustrate individual and group roles and internal group dynamics. A watermelon feed was planned without consulting the camp council. Discord developed over the issue and most campers found themselves in the controversy. The issue lent itself to several discussions and pointed up the value of providing actual experiences for use in leadership training through the study of group dynamics.

The two experiences—organizing and operating the camp and the conflict situation—are examples of what we try to do at the conference. Our philosophy is to avoid a week of hard study on theory of leadership, but rather to combine theory presentations with actual situations and opportunities to observe and display group behavior and leadership ability. This gives the young people the confidence and skill to become better leaders when they return home.

Camp Evaluations

E. J. Niederfrank, Federal extension rural sociologist, in his evaluation of the camp noted that it provides significant training in leadership development based on a sociological and psychological context, which is so important in true leadership and group development. He went on to say that heavy subject matter is presented, but it is interpreted so that it becomes understandable and usable.

The camp stimulates young people to be of service and offers an individual challenge to them. One young man wrote, "I came to goof off and have a good time. However, I got a completely new outlook on life at leadership camp."

He had been fairly busy in community activities and decided it was time to drop the 4-H Club he had been leading. As a result of camp, he continued his 4-H Club leadership, became chairman of the county drive

to raise funds for the State 4-H Club, and finally became an International Farm Youth Exchangee to India.

Results like this cause us to look forward to planning another leadership training camp. We never dreamed that we could accomplish so much in so little time with young people. But we think our training conference has been well received and has produced many rewards for the young people of Iowa.

BUILDING CONFIDENCE

(Continued from page 91)

group is asked to recall the story incidents. Then one member is asked to start retelling the story in his own words. At some point another 4-H'er picks up the story and is followed by several others. The story often has some new twists but we encourage each one to give his own version. Then it has the ring of sincerity.

From here it is a natural step for a club member to tell his own story. One person who has had considerable club experience (and preferably does not realize how much he has done) is chosen for the demonstration.

Fellow club members ask questions. They stay with each idea until they have pulled out all the information possible. If a friend takes notes, the club member has his narrative report outlined and ready to write.

It is amazing how much a club member has forgotten that can be recalled by questioning. We always recommend the question technique in preparing talks or written reports. What is the purpose? What do people want to know? If you have the feeling of the purpose, your work is half done before you start.

At the close of our meetings each club member is asked to tell one point that has meant the most to him. Most of them have a different point in mind, but each makes a statement in his own words. This, too, is a speech.

This type of teaching is used for many different phases of the 4-H Club program. It is equally adaptable for training demonstration and judging teams, club dramatics, role-playing for job interviews, and program planning. It builds confidence in young leaders.

FARM LEADERS

(Continued from page 85)

Farm organizations have an increasingly important role to play as spokesmen for farm people. Through organizational meetings, farmers discuss problems, formulate policies, and decide on action to be taken. Leaders of county farm organizations recognize this and are constantly striving to improve the meetings of their organizations. This has been the prime objective of the 1959 extension leadership workshop.

Agriculture needs efficient production methods and competent business managers on our farms. It also needs sound, skillful, and dedicated leaders in its farm organizations, particularly at the county level. Meeting the first part of this challenge has long been recognized by Extension as its job. Meeting the second part through leadership training provides a great opportunity for Extension to serve agriculture and American society.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

- AH 138 Dairy Economics Handbook—New
 - F 1018 Shipping Fever of Cattle Hemorrhagic Septicemia, Stockyards Fever, Swine Plague, Fowl Cholera, etc.—Reprint
 - F 1916 Beef Cattle for Breeding Purposes—Reprint
 - F 2129 Growing Soybeans—New
 - F 2133 Growing Safflower—An Oilseed Crop—New
 - L 383 Poultry Mites—How to Control Them—Revision 1959
 - L 389 Cantaloup Insects in the Southwest—Revision 1959
 - L 445 Electric Heating of Hotbeds—New
- The following is discontinued but county offices may use any copies they have on hand. The title should be removed from the inventory list as USDA supply is exhausted.
- AB 149 Bunker Silos—Discontinued

NEWS and VIEWS

Chemical Handbook

Handbook of Agricultural Chemicals by Lester W. Hanna. Route 1, Box 210, Forest Grove, Oregon

This second edition contains over 450 pages and discusses over 1,000 commercial chemicals and miscellaneous items used in the agricultural industry.

It would provide a ready reference for county agents and specialists concerned on pesticide toxicity, registration, and residue tolerances, the Miller Bill, antidotes, formulae, measures, and tables, as well as a description of the different pesticides and their uses. Other pertinent information is also covered.—*M. P. Jones, Federal Extension Service.*

Action Needed

Organized community action against polio is urgently needed, the National Health Council reported following a recent meeting of health, medical, and social workers. Studies show that more than half of the Nation's population is not yet protected

against polio, although vaccine is available.

Local leaders are urged to work out ways to reach the unvaccinated. The first step is to find out the extent and characteristics of the unprotected groups. Knowing who they are and why they have not been protected will provide a sound basis for a community action program.

Any person or group can serve as a spark plug to stimulate community action. If action is underway, offer to cooperate. If action is not underway, help stimulate it by seeing your health officer, medical society, or National Foundation chapter.

Reaching Most with Best

Wisconsin extension agents use many methods to inform farmers and homemakers in their counties. But they like best to work with groups through organized extension pro-

grams such as meetings, clubs, and fairs. That's the report from E. A. Wilkening, rural sociologist, and his associates following a study in 30 Wisconsin counties.

The researchers learned that there's considerable difference in use of communication methods by agricultural, home demonstration, and 4-H Club agents. Home demonstration agents rely almost exclusively on organized groups for communication, while agricultural and 4-H Club agents make heavy use of personal contacts and mass media, as well as working with groups.

Agricultural and home demonstration agents like newspapers best as a mass communication method but 4-H Club agents prefer circular letters. All the agents ranked newspapers and circulars as either best or second best way of mass communication method.



Launch Your Citizenship Satellite was stage setting for Idaho 4-H Club Congress. Daily themes at rocket base were: Investigate, Learn How, Test Yourself, Get Experience, Accept Responsibility. Assistant State 4-H Leader Don Mitchell is at right.